

BAB I

INTRODUCTION

A. Background of the Study

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, reading, and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. As one of four language skills, writing has always occupied a place in most English language course (Fauziati: 2010:45). In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, spelling, conclusions of paragraph and so on.

In teaching classroom, method and technique are different. As Anthony (1963: 95) in Fauziati (2014: 12) stated method as “ an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”. While technique is implementation which actually take place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony (1963: 96) in Fauziati (2014: 13)

In teaching writing has classroom technique. While classroom technique is similar with classroom activities. According to Fauziati (2010: 51) stated “writing as process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices vary from each other; these often depends much upon the students’ experiences and skills when

planning and adjusting their writing program. Some characteristics of classroom activities are as follows: a) instruction should be focused on the writing process, b) the assigned writing tasks should encourage students to write a variety of modes besides expository writing, c) conferencing is an important part of the classroom activity, d) the main role of the teacher is as a facilitator, e) students would work and help each other rather than work alone (work in pair or groups), f) a bond which ties all members of the class into one community.

Robert (2009) stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. Ulquhart and Mcler (2005) states “writing is a recursive process. Students should learn strategies for invention and discovery”. It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards and Renandya, 2002) in Fauziati (2010: 45).

According to Fauziati (2010: 196) success in language teaching, in relation to both students learning and teacher efficiency, can often be traced to the ability of teachers to manage the classroom. “Success in language teaching depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom” Stevick (1980: 4) in Fauziati (2010: 196). From those problem, now the teachers are demanded to create some strategies which can explore the students’ writing competence.

There are some components of writing such as: a) structures of language, b) grammar, c) process, d) modes and genres, e) traits, f) assessment. In fact, writing is a lot more than just using accurate grammar and choosing appropriate vocabulary. Writing accurately is, of course, important, but there are a lot of other aspects to consider are as follows: a) functional phrases, b) tone, c) clarity and style, d) cohesion, e) organisation, f) punctuation, g) capitalization, h) spelling.

Based on the observation in SMP Muhammadiyah 1 Surakarta, the teacher usually use invention technique such as: free writing, brainstorming and listing).

The activities which is performed by the teacher for the students in writing skill such as: 1) Arrange the random sentence (Students do the task which is given by the teacher which contained the random sentence and arrange it to the correct sentences), 2) Fill in the blank in the sentence (Students do the task which is given by the teacher which contained fill in the blank sentence), 3) Write the genre and functional text (Students write the genre and functional text according to the material which given by the teacher)

From the observation above, these activities is believed by the teacher can develop the students' writing skill. The technique of writing which is usually used by teacher for students are: first, make an outline, write the first draft, then edit and proofread (self-correction, peer correction), and the last write the final draft. The classroom technique which is used by teacher above is good and appropriate, but not develop yet the readability and the abilities of students' writing skill. This reasearch especially dealing with classroom technique to develop students' English writing skill with naturalistic study.

Based on the background above, the researcher is interested in conducting a research paper entitled **“CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH WRITING SKILL: A NATURALISTICS STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA”**

B. Problem Statement

Based on the background of the study above the problem of this study is “What are the classroom techniques used by the teacher to develop students' English writing skill at SMP Muhammadiyah 1 Surakarta?”

To explain the problem statements, the writer formulates the research questions as follows:

1. What are the types of classroom technique used by the teacher to develop students' English writing skill?
2. What are the purpose of its classroom technique used by the teacher to develop students' English writing skill?

3. What are teachers' role in each types of classroom technique used by the teacher?
4. What are students' role in each types of classroom technique used by the teacher?

C. Limitation of the Study

To be more focused research, it is need to limiting the problem. Based on the background of the problem as described above, so this study is limited only on the "Classroom Techniques To Develop Students' English especially Writing Skill: A Naturalistics Study At Smp Muhammadiyah 1 Surakarta"

D. Objective of the Study

The objective of the study will be as follows:

1. To describe the types of classroom technique used by the teacher to develop students' English writing skill?
2. To describe the purpose of classroom techniques used by the teacher to develop students' English writing skill?
3. To describe the teachers' role in each types of classroom technique used by the teacher to develop students' English writing skill?
4. To describe the students' role in each types of classroom technique used by the teacher to develop students' English writing skill?

E. Significance of the Study

This research give advantages on education aspect especially in teaching learning process. The writer hopes some benefits from the study are theoretical benefit and practical benefit.

1. Theoretical Significance
 - a. The result of research can be used as input in English teaching learning process especially in writing.
 - b. The writer hopes that the result this study can be used as an additional reference in teaching writing process.
2. Practical Significance
 - a. To help the writer and the learners find the way of teaching learning English.

- b. It will give readers a larger knowledge.

F. Research Paper Organization

The writer organizes the research paper with research paper organization. The research paper organization includes five chapters in order to makes easier understand.

Chapter I is introduction that consist of background of the study, limitation of the study, problem statement, objective of the study, significant of the study, and research paper organization.

Chapter II is dealing with review or related literature. It discusses underlying theory which covers previous study, theoretical review that consist of the notion of classroom technique, the notion of writing, the notion of teaching writing, and procedure teaching writing, the notion of teachers' role and the notion of students' role.

Chapter III is research method. It deals with that research method with covering the type of research, place and time of the research, subject and object of the research, data and data source, method of collecting data, method of analysing data.

Chapter IV discusses the result of the study. It consist of the research finding and discussion.

Chapter V is conclusion and suggestion. After chapter V, the writer present, bibliography, virtual references, and appendix.